



Table of Contents

Executive summary	2
I. Introduction	7
II. Background	7
III. Approach	9
IV. Literature Review	10

Executive summary

This report was produced as part of the Dimensions Pilot Program at Toronto Metropolitan University, a program aimed at enhancing equity, diversity and inclusion (EDI) in all aspects of and endeavours related to scholarship, research and creativity (SRC), as well as addressing and eliminating systemic and structural barriers to engagement in research and scholarship. Through the work of the 17 pilot project institutions across Canada, the nation-wide Dimensions foster transformational change within the research community at

Canadian post-
(Government of Canada, 2021).

Accessibility to graduate programs is a key area to explore, when considering how to enhance equity, diversity and inclusion in graduate studies. In this report, we focused on recruitment, outreach, and admissions processes that are in place for graduate programs, on identifying barriers to access for diverse inclusion in graduate education and on exploring initiatives intended to reduce these barriers.

We examine the possibility of new, more inclusive, approaches to recruitment and more holistic approaches to admissions, along with examples of the kinds of important supports that need to accompany students through their academic journey, in order to set conditions for success. As emphasized in the literature and echoed in our consultations and discussions, it is critical to consider not only the admissions processes and practices when developing strategies related to diversity and inclusion, but also the resources and supports provided to diverse groups of graduate students throughout their academic careers.

The intention of this report is to **open up areas for reflection and initiate discussion**, in order for individual programs to carefully consider tangible steps to take in terms of access, equity, diversity and meaningful inclusion.

Outlined in the *Executive Summary* are the key takeaways, as well as the six recommendations arising from this work. In addition, these recommendations are discussed in further detail at the end of the report.

Key takeaways

There are five key takeaways from this report. We hope these can inspire further exploration, discussion and targeted action.



I. Introduction

-secondary institutions seeking to increase equity, diversity and inclusion (EDI) in their environments and across the research ecosystem. The program objective is to foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities. This will support equitable access to funding opportunities, increase equitable and inclusive participation, and embed EDI-related

The Dimensions Pilot Program began in September 2019, with 17 post-secondary institutions from across Canada. Each institution committed to collecting and analysing qualitative and quantitative data to explore and reflect upon their institutional and environmental culture, systems, practices and policies that are relevant to engagement in research, scholarship and creative activities that make up the research profile and ecosystem of the institution. The data should be used to

education, and on exploring initiatives intended to reduce these barriers. We will examine the possibility of new approaches to recruitment and admissions, along with examples of important supports that need to accompany students through their academic journey, in order to set the conditions for success. As Kent and McCarthy note in their 2016 report on holistic admissions

It is critical to think beyond the admissions process when developing strategies for diversity and inclusion. Ideally, recruitment processes, admissions processes,

Throughout the report, we will use terms suc

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IV. Literature review

Reliance solely or very significantly on numerical scores as a measure of individual merit may further disadvantage individuals from equity-deserving groups. For many of these individuals, such numeric indicators may be a reflection of access (or lack thereof) to resources, rather than an accurate representation of individual merit, ability or potential (Miller, 2013; Posselt, 2014).

Faculty members involved in graduate programming may feel that numerical indicators are objective predictors of graduate student success, and may be primarily focused on the goal to recruit students who are predicted to be better prepared for the rigour of graduate studies, who may require fewer supports, and who will complete the program in a timely way (Posselt, 2014).

Institutions should ensure that faculty and staff who are involved in admissions practices have education, support and resources related to diversity initiatives and EDI considerations in admissions. In some cases, faculty members may be disconnected from or resistant to the effort to change institutional culture or may be committed to previously ingrained standards of applicant evaluation (Posselt, 2014; Griffin & Muniz, 2011; Thompson & Campbell, 2013). In other cases, faculty and staff may feel that they do not have the knowledge, resources or time required to engage in a more holistic review of applications (Kent & McCarthy, 2016). Providing professional development, relevant data and resources to programs, faculty and staff to enable a more holistic approach to admissions is an important step.

An important consideration is avoiding a common narrative about applicants from equity-deserving groups as having lower potential or capacity, rather than as potentially having had access to fewer opportunities in their journey to apply for graduate studies.

admissions. This examination also includes a spotlight on some of the unique revisions to admissions processes in Canadian medical schools, as well as a focus on holistic admissions review – what this means, and how it works. We also explored how some institutions are working to enhance the availability of tailored support for both applicants to, and current students of, graduate programs, in particular those from equity-deserving groups. It is important to note that this is not an exhaustive list of all equity-focused initiatives and programs, but rather a selection to introduce some key ideas and considerations.

Many universities have overarching institutional EDI strategy documents or strategic plans that explicitly outline the institutional values, principles and commitments pertaining to EDI. Along with articulating the values and principles that underpin strategy and guide outcomes, many of these plans also outline key areas where EDI-focused initiatives and programs will be put in place, how they will be measured and evaluated, with clear timelines for achievement of success. While few of these strategy documents speak directly to graduate studies, they provide clear direction for and are relevant to graduate programs and schools.

The following is a selection of findings from EDI strategic plans, from universities across Canada.

The McGill University [EDI Strategic Plan](#) (2020-25) provides a five-year plan for implementing specific goals, reflecting an institutional commitment to EDI, across five dimensions, including the student experience, research and knowledge, outreach, the workforce and the physical space. Goals related to the student experience include: increasing diversity in the student body; enhancing student wellness and success supports, in particular for those students from underrepresented groups; raising awareness regarding the lasting effects of systemic and

the capacity for faculty and staff to create and sustain inclusive and respectful learning environments. Relevant to the graduate student experience as well is the goal to ensure and maintain inclusive and respectful research environments across the institution.

At the University of Alberta, their 2019 [Strategic Plan for Equity, Diversity and Inclusivity](#) is organized around five themes: Vision and leadership; research, teaching and public service;

[Towards Inclusive Excellence](#) offers a detailed overview of the d objectives. These include: enhancing the understanding of inclusive excellence; further development of systems to support evidence-informed EDI-related planning and decision making; further inclusivity and interdisciplinarity in curricula and programs; enhancement of inclusive leadership capacities through ongoing professional development; more consultation with and supports for those from equity-deserving groups; and increased recruitment and retention of students, faculty and staff from underrepresented groups. Strategic action plans and short-, mid- and long-term goals are for actions and evaluation. For example, the Graduate and International Student Experience Implementation Team have the responsibility to, among other goals, assessing and enhancing the graduate and international student experience and supports, for ensuring EDI training for graduate faculty and Graduate Assistants, reviewing admissions practices and processes and enhancing mentorship programming and opportunities. Built into the strategy document is a performance management plan, including an overview of metrics and key performance indicators (KPIs), as well as other planning and evaluation tools.

The [Diversity and Inclusiveness Strategy](#) at Dalhousie University provides a framework towards achieving diversity goals across four broad and intentional areas of activity: climate and intergroup relations; student access and success; education and research; and institutional viability and vitality. The strategy includes plans for purposeful recruitment of students from historically underrepresented communities into both undergraduate and graduate programs, additionally, the enhancement of pathway programs, needs-based bursaries, merit-based scholarships and focused growth of transition and support services for students from equity-deserving groups.

EDI and Indigenization. As an example, their 2019-20 report,

2. Equity-focused Initiatives at Canadian universities: A selection of examples

There are many indications that there is interest, across Canadian postsecondary institutions, in approaches and enhance the availability of tailored support for both applicants to, and students in graduate programs, in particular those from equity-deserving groups. The following include a selection of examples of equity-focused initiatives and programs that have been put in place in graduate schools and programs across Canada.

The Master of Physical Therapy [program](#), and Occupational Therapy Master of Science program at the University of Western Ontario reserve a selection of seats each year for Indigenous students. Applicants to these programs must identify as Indigenous and provide documentation, while also meeting requisite GPA requirements and scoring highly in evaluations by reviewers. In addition, Western Law provides an [LSAT Preparation Course for Black, Indigenous, and Low-Income students](#) as part of a broader initiative to provide additional support to applicants who identify as Black, Indigenous or needing financial support.

At _____ offers graduate student applicants the opportunity to self- _____ art of the admissions review process. Additionally, by self-identifying as Indigenous applicants, students are also then eligible for a number of targeted [funding opportunities](#) [Society of Gr-11\(p\)11\(p\)/F1 11 T RG\[G\]I gllpanstunYgGla, Weitditiostun](#)

3. Equity-focused admissions Initiatives at Canadian Medical Schools

Of interest are some of the equity-focused initiatives at medical schools across Canada. While not considered formally as a graduate program, many medical doctor (MD) programs have taken purposeful steps to increase diversity in applicants, and provide opportunities for individuals from traditionally underrepresented groups in medicine to access medical education. These steps have often been driven by societal demand; by a need for more diverse medical practitioners to serve in diverse communities; and by motivation to address the existing structural and systemic barriers to medical education. Furthermore, there is a clear acknowledgement of the social determinants of health and illness, and the subsequent

(Saleem Razack, Chair of the Association of Faculties of Medicine of Canada Network on Equity, Diversity and Gender, as cited in Glauser, 2019).

For a number of years, Canadian medical schools have been adjusting and rethinking admissions practices in order to increase diversity in medical school cohorts (Glauser, 2019). These changes are intended to offer greater opportunity to a more diverse pool of applicants by recognizing that there are varying and diverse pathways to education and acknowledging the systemic and structural barriers to academic achievement. In particular, many of these initiatives are aimed at addressing economic and financial disadvantages (ibid), in the recognition that admissions standards are often tailored to those with more or greater economic resources and privilege.

New and revised admissions requirements are meant to identify and locate capabilities that are well-suited to the program; while also allowing the applicant to contextualize their grades and academic history; and their abilities as learners to better highlight their suitability for a career in medicine. A number of medical schools offer tailored and separate admissions processes specifically for Indigenous and Black applicants. Criteria such as interviews, personal essays and autobiographical statements have been integrated into many medical school admissions processes to allow applicants to articulate and describe a wider variety of skills, competencies and life experiences. Finally, a number of medical schools have worked to adjust weighting of academic and non-academic criteria, to consider applicants more holistically. The sections below will provide some specific examples of current programs and initiatives at medical schools across Canada.

At the Schulich School of Medicine and Dentistry and the University of R /Span AMCo1 11 Tf1 n-CAaq-11(r)-7(s

each stage of a complex application process. Through a partnership with the Association of American Medical Colleges and the Association of Faculties of Medicine of Canada, they also provide financial support to students who would be otherwise unable to take the MCAT (Medical College Admissions Test) without additional funding support. Medical students and physicians

relational approach that includes individualized advice and support. This initiative was raised in a number of our consultations as a strong positive example of meaningful and tangible support for applicants from equity-deserving groups, leading to successful admission to medical school.

4. Holistic Admissions Review Processes

growing strategy for widening the evidence base that graduate programs consider when

application review process as one that looks at all materials and information that an applicant provides, that involves reviewers understanding unconscious biases and one that acknowledges and aims to address inequities in access to opportunities and advantages.

Kent and McCarthy (2016) go on to note that two driving motivations for a holistic approach to graduate school admissions include (a) concerns that a sole focus on quantitative criteria such as grade point average (GPA) is not predictive of success in graduate programs and (b) a need to ensure the predictive accuracy of the criteria, skills and attributes that are assessed and subsequently correlated with success in graduate school. A holistic approach to admissions posits that consideration of standardized scores, tests and grade point averages alone can fail to capture not only what applicants bring to the application process but also what predicts their success in graduate school and eventually as part of a professional workforce (Glazer et al., 2014).

s processes is viewed by many as a potential countermeasure to potential biases applied in admissions processes, both explicit and implicit (Wilson et al., 2019). A holistic approach to admissions supports inclusion of qualitative criteria earlier in applicant screening, in addition to past academic performance and test scores. In many cases, a holistic approach may put more weight on the experiences, attributes and diverse skills of applicants; with an understanding that there is a range of applicant preparation and pathways to graduate school that might be predictive of success.

Holistic approaches to admissions also serve to avoid what Kyllonen (2011) and colleagues refer to as a fixed or persistent assumption that quantitative criteria are the sole predictor of success in graduate programs. As a way of countering this assumption, a holistic approach aims to avoid a sole focus on any one portion of the admissions application and instead it allows for consideration of a broader set of criteria.

VI. Consultations

Starting in early 2021, the YSGS Dimensions Team consulted with a number of key groups from TMU that might offer insight into barriers to graduate education. These groups included: the Project Lead and representatives from [TRSM Indigenous Initiatives](#); student members of the [National Forum on Anti-](#)

1. Reflecting on and revising admissions processes is an important first step

A key theme from all consultations was the possibility of rethinking admissions processes and procedures, with a goal of better attuning these application processes to the needs of individuals from equity-deserving groups. Our consultations found a general consensus that

experiences in their academic journeys and in their potential pathways to graduate education in other words, a more holistic approach to graduate school admissions.

In addition to considering a more holistic assessment of graduate school applicants, there are other suggested revisions to the admissions process that came out of our consultation, including adopting a more high-touch and individualized approach to admissions and to interactions with

for students who identify as a member of an equity-deserving group to feel a stronger sense of belonging and community, and to have a place to share concerns, experiences and successes. Group Mentoring is currently available, for example, for students who identify with a disability, Muslim women students, 2SLGTBQIA+ students, Filipino students and Black students.

In 2020-21, a collaboration between the TMP and International Student Support resulted in a successful pilot mentoring program specifically for international graduate students (Koranne & Jankowski, 2021). Recognizing the burden of COVID-19 restrictions for international graduate students, and the isolation of studying remotely and often in other countries, this program matched mentees with mentors through a carefully curated process, and held events and programming on their online community platform, that allowed students to build connections and a network of support. Continuing to extend these types of tailored, community-building programs further into the graduate student space would help create the inclusive, and supportive environment that is described as deeply important for student success.

3. Creating a welcoming and purposefully inclusive university graduate student community

Many of our discussions focused on the importance of an inclusive community for all students, with the underpinning idea that *community* can be understood as a place where one feels a sense of belonging, of connection and value. Creating supportive spaces for students from equity-deserving groups is an important part of a meaningful graduate student experience. These spaces are vital to help create connections among graduate students, and with university community members, including faculty and staff, who might share experiences and perspectives, act as key resources to help address challenges, and identify potential supports.

In consultations, graduate students discuss challenges, or to ask difficult questions, and they reflected on what resulted when these community bringing concerns or worries to faculty members or administrators who might not understand the context of their concerns, and subsequently feeling dismissed or doubted. These feelings inevitably resulted in a student being less likely to raise similar concerns or questions in the future. Having diverse faculty members from equity-deserving groups is imperative for many reasons, including and importantly to ensure there are diverse role models and appropriate resources in place. Graduate students seeking support as they move through their graduate academic journeys may feel more comfortable turning to a faculty member or staff member with whom they can identify. In addition, enhancing the diversity competencies of all faculty and staff will help students from equity-deserving groups feel more welcome, even in spaces where diversity may be currently lacking.

The idea of welcoming and inclusive safer spaces pertains not only to in-person and on-campus experiences and locations, but also to online spaces, including websites for graduate programs, websites with admissions information and those that host important information for graduate students, including funding opportunities, guidelines and policies. Ensuring that websites include images that are clearly inclusive and diverse, as well as information that is easily accessible,

with contact information for follow-up questions, is important. Having a web presence that reflects visible inclusion and highlights commitments to EDIA, with accessible tailored resources (both academic and non-

case loads and can provide responsive and individualized support; and looking at ways to establish an inclusive and safer campus climate for students.

A welcoming and inclusive community is one in which graduate students are also able to explore a diversity of experiences, approaches and worldviews. Creating spaces where EDIA can be a meaningful focus and a broader diversity of perspectives, experiences and scholarship can be explored is part of creating that community. To that end, exploring and establishing EDIA-focused academic courses, curricula and programming that can capture the interests and needs of graduate students from equity-deserving groups is an important consideration.

One leading example of such programming is the [Black Studies Minor](#) for undergraduate students, launching in fall 2023, an interdisciplinary minor exploring the

While the importance of AAS involvement to support graduate students who identify with a disability cannot be overstated, it remains a challenge to translate and apply traditional concepts of accommodation into the graduate student experience, and non-course degree requirements, defined in TMU Senate [Policy 164](#) major research projects, comprehensive/candidacy examinations, dissertations, and required

are taken to articulate how academic accommodation and support can be extended through non-course degree requirements. This work, building on the recommendations from the 2020 YSGS report, [Academic accommodations for graduate students outside of courses](#), represents an important step forward to helping address barriers many graduate students with disabilities face.

Student Life and Learning Support

The [Student Life and Learning Support](#) unit houses a number of unique programs that offer tailored support for students from equity-deserving groups, including the Black Student Experience and Race Forward, First Generation Programming and Community Outreach, career-, group- and peer-mentoring through the Tri-Mentoring Program.

Student Life and Support also provides alongside academic support tailored to graduate students. For example, their Writing and Language Support program provides focused academic support aimed at graduate students, including workshops and programming on: Effective academic reading; getting started on an academic paper; ethical scholarship for graduate writing; writing a literature review; an introduction to writing about research methods; writing proposals and applying for funding and writing a scientific research article. The Writing and Language Support program also provides one-on-one writing support for graduate students, through individual appointments. Finally, Student Life and Support are also exploring a pilot

Peer-to-peer mentoring programs recruit upper year undergraduate students as mentors to first year students. Career mentorship is available to students in third year and above who wish to

While overall, TMP has been tailored towards the undergraduate experience, there is a recently developed graduate pilot program, started in 2021, in partnership with the Graduate Leadership Institute entitled [GRADMentors](#), which involves pairing an undergraduate student with a current graduate student at YSGS. Mentorship involves biweekly meetings and attendance at events. This program addresses key concerns relating to equity-deserving graduate students that were raised in consultations and research, which include:

- positioning graduate school as a possible and viable option for undergraduate students;
- combating isolation and developing early connections and a sense of safety and community;
- cultivating mentorship and guidance before, and during the graduate school application process.

In the 2022-23 academic year, members of the Faculty Working Group of the Presidential Implementation committee to Confront Anti-Black Racism, the TMP and YSGS are piloting a program called the Black Graduate Career Mentorship Program. This program aims to match Black graduate students with a faculty mentor to advise and provide guidance on navigating graduate studies and research and knowledge dissemination opportunities, networking and career advising. This pilot, along with some of the other tailored mentorship and programming, can serve as strong examples of the value of increasing specific offerings aimed at supporting graduate students from equity-deserving groups. These kinds of opportunities can also address a critical need for graduate students to both find mentors and develop a vision of their trajectory through graduate school and beyond.

Toronto Metropolitan University Aboriginal Student Services

[Aboriginal Student Services](#) provides programs, outreach, advice and critical resources for

Key programs provided by Aboriginal Student Services include:

Peer Support for Indigenous Students

The Aboriginal Peer Supporters is a team of Indigenous students who perform outreach, and orientation to the university, while also connecting other Indigenous students with resources and to their community on campus. Students can participate either by accessing services and supports, and also as peer advisors.

Tea N Talk

The [program](#) helps build a stronger sense of community for Indigenous learners, facilitates important discussions, and cultivates sustained collaboration and support between Indigenous students and the Aboriginal Student Services program team.

Writing Workshops for Indigenous students

Writing workshops for Indigenous undergraduate and graduate students aim to improve critical writing skills relevant for assignments and to meet expectations in courses and in non-course requirements. As well as helping students find ways to integrate Indigenous knowledge and experience into their writing, these workshops also aim to help Indigenous students at all levels develop enhanced study and time management skills.

While these programs clearly provide valuable support for Indigenous students, at this point

TMU and YSGS websites as resources

For potential applicants to TMU, the official website is often the first point of contact and an accessible portal into information and resources. The [Graduate Studies](#) website and in particular, the [Future Students](#) section, provides a general overview of key information including application instructions and admissions; funding information; events and resources; community and faculty member profiles; as well as specific program listings with links to schools and departments.

There is a separate, featured section for [Indigenous Graduate Education](#), which includes access to the YSGS Framework for Truth and Reconciliation, campus services and specific funding opportunities. This tool allows future Indigenous students to envision themselves at the university and understand that institutional support has been made available.

The YSGS website offers critical, early information to applicants who might be interested in how deserving students. High-touch information and practices made available and easily accessible online would indicate an early capacity to address these needs and situate YSGS as an accessible option to individuals from equity-deserving groups.

VIII. Current Admissions Processes and Practices

In graduate studies, programs determine what specific criteria will be applied in applicant screening and application reviews, being mindful of what skills, competencies and backgrounds are most likely to position students for success.

The YSGS [Admissions Requirements](#) webpage for prospective students states that YSGS -quality graduate and professional programs and to offering admission to those applicants that are best qualified and most likely to succeed in these r states the *minimum* GPA requirements for all Masters and Doctoral programs across graduate programs. This information page also offers links to program-specific requirements and further instructions for applicants, explicitly noting that some biop

Indigenous Admissions Process (IAP), a voluntary program intended to maximize opportunities for Indigenous applicants to be accepted into the program.

Many graduate programs are highly competitive, and given that, it is a reality that a high number meeting requirements related to undergraduate degrees or minimum GPA in the initial screening processes. Programs have the capacity to approach admissions processes in a variety of ways, by reviewing all applications, by only reviewing those who pass an initial screening, or by only reviewing those who meet particular criteria. In most graduate program admissions processes, quantitative criteria are considered first, in screening (e.g., a determination of whether the candidate has met the minimum GPA requirement) and qualitative or contextual criteria are only considered later in the admission review process, which may include

Some programs have applied additional equity-focused criteria to the admissions process, e.g., allowing applicants to make explicit their EDI views and values, or adding flexibility into the admissions process to acknowledge diverse pathways to graduate school. As an example, the TMU School of Social Work holds strict GPA requirements for admission and only admits students who hold a Bachelor of Social Work. The application process offers applicants an opportunity to complete a *Statement of Interest* with encouragement to address the EDIA values of the school and the noted anti-oppressive and anti-racist approaches that underpin the students to simply outline their particular research

The following six recommendations are presented as directions for next steps:

Consider adopting a more holistic approach to admissions review for graduate programs.

Provide dedicated support and resources throughout the admissions process.

Offer tailored support throughout the graduate school experience.

Enhance mentorship opportunities tailored to support students from equity-deserving groups.

Advocate and actively engage in the establishment of an institutional EDIA strategy or framework to support and sustain equity-focused initiatives, across the university and graduate programs.

Further description and detail on each recommendation, is provided below.

1. Consider adopting a more holistic approach to admissions review for graduate programs.

Education, professional development and support need to be provided for faculty and staff involved in the admissions processes, on holistic admissions review. One suggestion to start may be an educational retreat or workshops focused on holistic admissions practices, involving Associate Deans (ADs) and Graduate Program Directors (GPDs), to begin discussions on what a holistic approach to admissions might look like, across the university, and in their own programs.

While the implementation of a more holistic admissions review may look very different in different programs, it may be reasonable to aim to find agreement on the *guiding principles* that underpin a more holistic approach to admissions across programs. This could begin with focused discussions with graduate ADs and GPDs across programs. Programs should begin discussions on what a more holistic approach might look like from their perspective, given their current admission criteria, in the context of their EDIA goals and priorities.

It is imperative to advocate for the provision of ongoing education, professional development, and updated relevant data for faculty and staff involved in a holistic approach to admissions, including data on applicant and student demographics, as well as data linking admission criteria to indicators of success (e.g., retention, time to graduation).

2. Provide dedicated support and resources throughout the admissions process.

Examine and revise recruitment and admissions processes, adding in targeted outreach and the possibility of more relational, high-touch approaches, wherever possible. Consider the adoption of additional innovative, inclusive and high-touch methods in recruitment and as a way to support applicants as they navigate the application process,

Continue to provide targeted funding opportunities for graduate students from equity-deserving groups, on admission and throughout the graduate studies journey. Explore the possibilities of providing funding based not only on criteria of financial need but also on merit, and on inspirational and achievement bases that allow students to

Conclusion

A primary goal and objective of this report is to provide the university and YSGS administration, Faculties, and graduate programs an overview of what tangible, realistic and achievable progress can be made so the institution can become more accessible, equitable, diverse, accessible and inclusive to students from equity-deserving groups to pursue, thrive and flourish as graduate students.

As members of the YSGS Dimensions Team, it is our hope that this report is useful in supporting your Faculties and departments in creating graduate programs, pathways and supports that meet the equity, diversity, inclusion and access needs of our current and future graduate students.

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Appendix 1: Definitions

Accommodations

as defined in TMU Policy 159: Academic Accommodations of Students with Disabilities planned variation in the way a student with a disability receives course curriculum and materials, participates in course activities or demonstrates mastery of course content and skills through evaluation and assessment. (TMU is committed to providing academic accommodation so long as it does not impose undue hardship).

Consideration

as defined in TMU Policy 167: Academic Considerations

alternate arrangements that may be made in response to students with extenuating circumstances.

Disability

as defined in the Ontario Human Rights Code

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limit1Tf1 0 0 2c7ududstrili o this

Appendix 2: Additional resources and further reading

EDI in a postsecondary Canadian context

Universities Canada (2019). Equity, diversity and inclusion at Canadian universities. Report on the 2019 national survey. Accessible [here](#).

Universities Canada (2017). Inclusive excellence principles. Accessible [here](#).

American Association of Medical Colleges (2022). Holistic Review. Accessible [here](#). This web resource includes a series of tools for admissions departments to apply as they integrate holistic review.